

THE RELATIONSHIP BETWEEN ACCULTURATION
AND TARGET LANGUAGE PROFICIENCY
IN THE EFL CONTEXT OF TURKEY

A THESIS PRESENTED BY
MEHMET BÜLENT BAKAR
TO
THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY
SEPTEMBER, 1995

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Title The relationship between acculturation and target
 language proficiency in the EFL context of Turkey
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This study investigated whether there was a positive correlation between acculturation and English language proficiency in an EFL (English as a Foreign Language) context in Turkey.

The study was conducted at Bilkent University. The participants were 15 students from the MA TEFL Program. All participants were teachers at various universities around Turkey.

It was hypothesized that the more individuals were acculturated toward the target language (TL) and the TL community, the greater their proficiency in the TL.

To test the hypothesis, an acculturation questionnaire was developed consisting of three parts: values, attitudes, and integrative versus instrumental motivation. The questionnaire was administered to subjects in the study, and results correlated with their proficiency in English, determined by averaging their Test of English Language proficiency (TELP) and essay exam results from the previous year's admission tests for entry into the MA TEFL Program.

The results obtained from Pearson-Product Moment correlation support the hypothesis. The correlation between

acculturation and language proficiency ($r=.59$) was found to be statistically significant at the .05 level. Two of the independent variables that comprised the construct of acculturation--values and integrative motivation--, correlated significantly with acculturation but not with proficiency ($r_s=.72^{**}$, $.76^{***}$, respectively, significant at the .01 and .001 levels, respectively).

The relationship between attitudes and proficiency just missed significance ($r=.51$, $p=.052$). The strength of the relationships among the components of acculturation and acculturation, but the lack of a significant relationship between the components of acculturation and proficiency suggested the need for a dependent-sample t -test, to determine whether the components of acculturation represented truly distinct constructs the way they were operationalized for this study or whether there was extensive overlap among them. Results indicated that there was not a statistically significant difference between the components. Therefore, it was concluded that values, attitudes, and integrative motivation represented essentially the same construct the way they were operationalized for this study.

Findings of this study suggest that acculturation and proficiency co-occur positively and at a statistically significant level.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

August 31, 1995

The examining committee appointed by the
Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

Mehmet Bulent Rakab

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.


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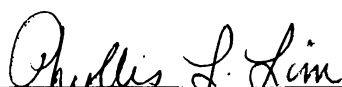
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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Dedicated to children who
have lost their lives
in Bosnia

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CHAPTER 1 INTRODUCTION

Background of the Problem

As Brown (1986) put it, second language learning is often second culture learning, and therefore second language learning in some respects may involve the acquisition of a second identity.

According to Valdes (1986), culture is an integral part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language; culture-specific world views are reflected in language. The manner in which an idea or fact is stated affects the way people conceptualize the idea. Words, sentences, and therefore languages shape our lives.

The concept that language and culture interact is based on the Whorfian Hypothesis (Whorf, 1956, cited in Brown, 1986), which states that world views among cultures differ, and that the language used to express that world view is relative and specific to that view.

Since second/foreign language learning inevitably involves learning a new culture, an ESL/EFL student may go through the acculturation process, depending on the circumstances of the individual, as well as a host of socio-cultural factors. Brown (1986) defines acculturation as the process of becoming adapted to a new culture. According to Brown, a reorientation of thinking and feeling occurs during

acculturation. Language, which is the means for communication among members of a culture, is the most concrete and salient expression of that culture. Therefore, in the process of acculturation, a person's world view, self-identity, systems of thinking, acting, feeling, and communication are disrupted by a change from one culture to another (Brown, 1986).

Linton (1963, cited in McLaughlin, 1987), who studied the acculturation of American Indian tribes, describes the acculturation process as modification in attitudes, knowledge, and behavior. These modifications not only require the addition of new elements to an individual's cultural background, but also the elimination of certain previous elements and the reorganization of others. To Linton the overall process of acculturation demands both social and psychological adaptation.

Schumann (1986), moreover, drawing upon his taxonomy of factors influencing second language acquisition, argues that two variables, social factors and psychological factors, cluster into one single variable which constitute a major causal variable in second language acquisition (SLA). Schumann (1986) calls this variable acculturation. Schumann refers to acculturation as the social and psychological integration of the learner with the target language (TL) group. Schumann (1986) suggests that learners be put on a

continuum that ranges from social and psychological distance to social and psychological proximity to speakers of the TL, and claims that the learner will acquire the second language to the extent s/he acculturates.

McLaughlin (1987) as well, based on this point of view, comments that second language acquisition is determined by the degree of social and psychological distance between the learner and the target language group. Social distance in this respect refers to the intensity of contact between the learner and the target language group. Social distance, from Schumann's (1986) point of view, pertains to the individual as a member of social group which is in contact with another social group whose members speak a different language. Psychological distance is the result of various affective factors that concern the learner as an individual.

Schumann (1976) claims that the greater social and psychological distance between the two groups, the more difficult it is for members of the second language group to acquire the language of the target language group.

Parallel to Schumann's acculturation hypothesis, Lambert (1967) argues that if a student wants to learn successfully another social group's language, s/he must have the readiness and desire to adopt various aspects of behavior including verbal behavior which characterize members of the target language group. The learner's

attitudes towards the target language group determine to some extent his/her success in learning the target language. The learner's motivation to learn the target language is determined in part by his/her attitudes and the type of orientation towards that language.

Lambert (1967) says that orientation towards learning a second language is instrumental if the purpose of language study reflects a utilitarian value of linguistic achievement such as getting a job. The orientation is integrative when the learner wants to know more about the target language (TL) culture and become a member of that culture.

This definition of integrative motivation is very similar to Schumann's acculturation model because Schumann claimed that the less social and psychological distance there is between the learner and the TL group, the more proficient the individual will become in the TL.

Becoming a member of the TL group which Gardner and Lambert (1959) and Lambert (1967) argue is inevitable in achieving full proficiency in a second language, entails minimizing social and psychological distance between the learner and the TL group.

In a study conducted by Lambert & Gardner (1959), 43 male and 32 female English-speaking students studying French in Montreal were observed in terms of their motivational orientation towards the TL group. The results of the study

revealed that students with positive attitudes towards French-speaking Canadians were more strongly motivated to learn French.

Studies investigating acculturation and related concepts like integrative motivation, and second language acquisition have involved primarily ESL contexts in the United States and Canada (Clement, Gardner, & Smythe, 1977; Gardner & Lambert, 1959; Oller, Hudson, & Liu, 1977). (These studies will be discussed in Chapter 2 in detail). No studies have been done on the acculturation process encountered in EFL contexts in Turkey. One example of foreign language learners in Turkey who can be expected to have attained a high degree of proficiency in English are English teachers. It is the assumption of this study that EFL teachers in Turkey have undergone some form of acculturation as a result of having achieved proficiency in a foreign language.

Purpose of the Study

The purpose of this study is to find out whether there is a positive correlation between the proficiency level of EFL teachers in Turkey and their degree of acculturation towards the TL culture, which is assumed to be American. It is assumed that EFL teachers have been exposed to American culture at least through their teaching materials. In addition, there is great exposure to American culture in

Turkey mainly through films and TV programs. In spite of some British influence, mainly through teaching materials, American culture is more dominant in Turkey, especially in the mass media.

Significance of the Study

There is a paucity of research on the relationship between SLA and acculturation, particularly in EFL contexts. In addition, the applicability of acculturation for EFL contexts has not yet been investigated. For this reason, the results of this study will make an interesting and important contribution to the literature.

Since language learning may involve the acquisition of a second identity, all language learners may encounter a clash of two identities. Since such a clash of two identities may cause problems in learners, administrators who run language programs can take appropriate measures to prevent likely problems in learners that may emerge as a result of such a clash, and initiate counselling services.

Another important point in this study is if a significant relationship is found between acculturation and proficiency, this will suggest that individuals with positive attitudes toward the TL and TL culture are more motivated to learn the language than individuals without positive attitudes.

Research Questions

According to Schumann's (1978, cited in McLaughlin, 1987) hypothesis, the less social and psychological distance there is between the learner and the target language culture, the more successful s/he will be in learning the target language.

The question is whether Schumann's hypothesis applies to EFL teachers in Turkey. To answer this question, the researcher will try to find out whether there is a correlation between the proficiency level of English teachers and their degree of acculturation towards American culture. In other words,

1. Is the degree of acculturation higher in those teachers who are more proficient in English?
2. Does having values that are more oriented towards the target language culture (American) contribute to proficiency in English?
3. Does having positive attitudes towards the target language culture (American) and the target language (English) enhance proficiency in English?
4. Does the desire to become a member of the target language culture (American) contribute to proficiency in English?

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

As stated in Chapter 1, there is overlap between Schumann's Acculturation hypothesis and Gardner and Lambert's concept of integrative motivation. Both include the role of attitudes as they relate to target language acquisition. (The term target language acquisition will be used throughout this study to avoid confusion between the concepts second language acquisition and foreign language acquisition.) According to Schumann (1986), acculturation is the social and psychological integration of the learner into the target language (TL) group. Schumann places language learners on a continuum that ranges from social and psychological distance to social and psychological proximity with speakers of TL. Based on this continuum, Schumann claims that the learner will acquire the target language only to the degree that s/he acculturates.

Similarly, Lambert (1967) stated that if a student wants to be successful in learning another language, then s/he must be willing to adopt various aspects of behavior, including verbal behavior, that characterize members of the TL group. Lambert (1967) concludes that the student's motivation to learn the language is determined by both the student's attitudes and the type of orientation the student

has toward the target language group and language.

Thus, attitudes is a common concept in both Schumann's hypothesis and Gardner and Lambert's concept of integrative motivation. Indeed, attitudes is the construct which links together the three components of acculturation, as defined in this study: values, attitudes, and integrative motivation. This literature review will comprise a section on values in terms of their relationship to attitudes, a detailed section on attitudes divided into the subcategories, attitudes toward the TL and attitudes toward the TL group, and a section on motivation, mainly integrative motivation, and its relationship to attitudes. Instrumental motivation will also partly be explored, in order to clarify the distinction between the two types of motivation. Finally, research that demonstrates the role of attitudes and motivation in target language acquisition will be discussed.

Values

In this section values will be discussed with special reference to attitudes. Values determine attitudes, as part of human behavior (Braithwaite & Scott, 1991), and therefore this section will focus on values as they relate to attitudes.

Historical Background

The study of values has been a focus of interest to philosophers, anthropologists, sociologists, and psychologists (Braithwaite & Scott, 1991). Braithwaite and Scott (1991) argue that: "values are presumed to encapsulate the aspirations of individuals and societies" (p. 661). From this point of view, values pertain to what is desirable, to the standards that are deeply rooted which determine societies' future orientations and justify actions completed in the past. Values have been regarded as the vital construct of the socialization process. In this regard, the study of values has managed to find a path into research concerning cultural, political, educational, occupational, and family issues (Braithwaite & Scott, 1991).

Another view is that values determine individual behavior, which is shaped by biological and psychological needs. This standpoint has given support to the view that values are linked to attitudes and personality. So, research has intensified in the direction of the link between values and attitudes; and between values and personality (Braithwaite & Scott, 1991).

Definition of Values

As for the definition of values, a distinction is made between value as the desirable and value as the desired. In other words, the difference between what one "ought" to do,

or what one "wants" to do (Kluckhohn, 1951, cited in Braithwaite & Scott, 1991). Kluckhohn (1951) defined values as: "a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences modes, means, and ends of action" (cited in Braithwaite & Scott, 1991, p. 661).

This definition, however, together with other definitions has not always conformed to what was studied. In other words, there has been no consensus on the operationalization of the construct (Handy, 1974, cited in Braithwaite & Scott, 1991). It was Rokeach who mediated a consensus by his revolutionary definition of the term value (Braithwaite & Scott, 1991).

The Relationship between Attitudes and Values

Rokeach (1973, cited in Braithwaite & Scott, 1991) defined the term value as: "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p. 662).

According to Braithwaite and Scott (1991), beliefs are units of analysis in Rokeach's value system, which is part of a functionally integrated cognitive system. This value system is bound by clusters of beliefs that form attitudes. Thus, attitudes are organically tied to value systems. Rokeach's definition of the term value accepted values as

general beliefs, as having a motivational function, as not merely evaluative, but prescriptive and proscriptive, as guiding actions and attitudes, and as individual as well as social phenomena. Rokeach integrated his thoughts and research into a great body of work that focused on the attitude-value relationship. Rokeach's analysis of the relationship between attitudes and values suggested that values were more central concepts than attitudes. Furthermore, they were determinants of attitudes and more resistant to change (Braithwaite & Scott, 1991), with favorable attitudes towards objects instrumental in the attainment of important values.

Rokeach's definition of the term belief has served to better differentiate between the concepts attitude and value. Attitudes and values have been defined by Rokeach based on the types of beliefs composing them. Rokeach defines values as "a single proscriptive or prescriptive belief that transcends specific objects or situation," and attitudes as "an organization of several beliefs focused on a specific object or situation" (cited in Braithwaite & Scott, 1991, pp. 663-664). Together, they constitute the value-attitude system, embedded in the wider belief system (Braithwaite & Scott, 1991).

Attitudes

According to Schumann's Acculturation hypothesis (1976), the greater the social and psychological distance between the learner and the target language (TL) group, the more difficult it is for the learner to acquire the language of the TL group. Attitudes is one of many variables in Schumann's model of acculturation that determine the degree of social distance. However, this study includes only attitudes and not the other social variables in Schumann's model, because the researcher maintains that attitudes is the only relevant variable from Schumann's model to the EFL context in Turkey. Motivation is one of five variables in Schumann's model that determine the psychological distance between the second language learner and the TL group, and is the only psychological variable from Schumann's model that is used in this study. Motivation will be discussed in a later section of this chapter.

Gardner (1985), in his discussion of attitudes and their relevance for TL achievement, stated that some attitudes are more relevant to TL achievement than others and talked about two kinds of attitudes: (a) attitudes toward the target language, and (b) attitudes toward the target language community. For the purpose of the study, these two types of attitudes will be talked about as they relate to the English as a Foreign Language (EFL) context in

Turkey.

Attitudes toward the Target Language (TL)

Gardner (1985) argues that attitudes toward the TL have a direct correlation with achievement in that language. Such a correlation will inevitably arise because in comparison with individuals with negative attitudes, individuals with positive attitudes towards the TL are more attentive in the learning situation, take assessments more seriously, find it more rewarding to learn a language, and achieve more as a result. Gardner (1985) adds that it would be startling if attitudes toward the TL did not correlate with achievement in the TL.

Attitudes toward the Target Language (TL) Community

Gardner (1985) argues that individuals with positive attitudes toward the TL are likely to attain better results in language achievement than individuals with negative attitudes toward the TL. Gardner, however, emphasizes that positive attitudes toward the TL group does not suffice to account for achievement in language and that there may be other factors that would hinder achievement in TL. For instance, educational context might be inappropriate or students may have a dislike for the teacher. An individual, could, therefore hold positive attitudes toward the TL group, but fail in the achievement of TL.

In spite of some studies suggesting a negative

relationship between attitudes toward the TL group and language achievement, most studies have demonstrated a significant relationship between attitudes toward the TL group and language achievement. Studies by Mueller and Miller (1970, cited in Gardner, 1985) and Mueller (1971, cited in Gardner, 1985) indicated that attitudes towards the French were correlated with grades of Anglophones in French. Jacobsen and Imhoof (1974, cited in Gardner, 1985), in their investigation of 600 missionaries living in Japan who had studied Japanese for two years, found that positive attitudes toward the Japanese were among the best predictors of speaking proficiency for both men and women.

Motivation

As this study investigates the relationship between acculturation and language proficiency, integrative motivation, the third component of acculturation in this study, will be discussed in the following section in detail as it relates to target language acquisition. Before such a discussion, the definitions of motivation, and other related terms, orientation and motivational intensity, will be given. In addition, instrumental motivation will be discussed, although not in as much detail as integrative motivation.

Gardner (1985) refers to motivation as:

The combination of effort plus desire to achieve the

goal of learning the language plus favorable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. (p. 10)

In other words, there are four components of motivation: (a) goal, (b) effortful behavior (motivational intensity), (c) a desire to attain the goal, and (d) favorable attitudes toward the activity in question.

Motivational Intensity

Dunkel (1948), in his analysis of second language learning, defined motivational intensity as the degree of effort the individual expends to achieve the goal, in this context the goal of learning the target language (cited in Gardner, 1985).

Motivational intensity is one of the components of motivation included in Gardner's (1985) definition of motivation. Gardner (1985) defines motivational intensity as the amount of effort the individual expends in order to learn the target language. This effort involves the amount of homework done, willingness to take on special assignments, activity spent on improving one's level of knowledge, and using available opportunities to improve in

the TL.

Orientation

Orientation refers to a class of reasons for learning a target language, including integrative motivation and instrumental motivation (Gardner, 1985).

Integrative motivation. Gardner and Lambert (1959) define integrative motivation as the desire to study a language to learn more about the TL group. To put it another way, when the orientation to learn a language originates from a desire to become a member of the target language community, this kind of orientation is integrative. Instrumental motivation, however, as defined by Lambert, is based on the practical value and advantages of learning a new language. Based on these definitions, integrative motivation emphasizes an emotional involvement with the TL group, while instrumental motivation does not (Lambert, 1974, cited in Gardner, 1985).

In 1959, Gardner and Lambert first demonstrated a connection between integrative motivation, attitudes, and second language learning. They argued that because an individual acquiring a second language adopts certain elements that represent the TL culture, the individual's attitudes toward the TL group partly determine his/her learning the new language. To test this hypothesis, they conducted a study in Montreal. In this study high school

students studying French as a second language were asked to complete a battery of tests including measures of linguistic aptitude, verbal intelligence, and various attitudinal and motivational characteristics. Forty-three male and 32 female students participated in this study. The results of the study demonstrated that integratively motivated students were generally more successful in acquiring French than students who were instrumentally motivated. The study, furthermore, demonstrated that students with integrative motivation had more favorable attitudes towards the TL group (French Canadians) and this made them strongly motivated to acquire French.

In another study conducted with Anglophone students learning French in Montreal, Gardner, Smythe, Clement, and Glikman (1976) studied the impact of aptitude and motivation on second language achievement. They found that motivation played a more important role than language aptitude for determining individual differences in achievement in the early stages of second language acquisition. In their studies they also found that the measure of integrativeness was more closely related to the motivation measure than the measure of instrumentality, indicating that the orientation underlying high motivation was integrative motivation. Another aspect of integrative motivation was that it caused students to have the necessary motivation to continue their

studies, whereas students without such motivation tended to give up their language classes.

In terms of motivational intensity, Gardner et al. (1976) found that students who were integratively motivated did more work to acquire the TL than non-integratively motivated students and these students were the ones who had positive attitudes toward the TL group.

Gardner et al. (1976) furthermore listed the positive qualities that integrative motivation equipped students with:

1. Integratively motivated students volunteered to answer questions more often than non-integratively motivated students.

2. Integratively motivated students received more positive reinforcement from the teachers in each session than did non-integratively motivated students.

3. Integratively motivated students made more correct responses every session than non-integratively motivated students.

4. Integratively motivated students were perceived as being more interested in the TL than were non-integratively motivated students.

Instrumental motivation. If a language is being studied for such purposes as fulfilling an educational requirement, getting a better position, or being able to

read material in that language, such reasons to study the language are referred to as instrumental motivation (Spolsky, 1969).

Contrary to the studies that tended to support the presence of an integrative motive for a successful target language acquisition, other studies have provided support for an instrumental motive, especially in EFL contexts. Still, some other studies have demonstrated a negative relationship between integrative (Oller, Hudson, & Liu, 1977) and instrumental motivations (Oller, Baca, & Vigil, 1977) and proficiency (cited in Clement & Kruidenier, 1983).

In a study conducted in the Philippines (Gardner & Santos, 1970, cited in Clement et al., 1977), the motivation behind achievement was studied, and it was found that achievement in English was positively associated with instrumental motivation.

In another setting (Lukmani, 1972, cited in Teitelbaum, 1975), Marathi-speaking students in India learned English not to identify with the English language group, but rather to improve their standard of living.

In another study (Lukmani, 1972, cited in Oller, Hudson, & Liu, 1977), it was found that instrumental motivation was more highly correlated with achievement than integrative motivation, suggesting that integrative motivation cannot account for all achievement in the TL.

Gagnon (1970, cited in Clement, Gardner, & Smythe, 1977) studied Quebec Francophones learning English as a second language. His results suggested that Francophone students were both integratively and instrumentally oriented towards learning English, the latter being more emphasized. Taking geographical, cultural, and nationalistic aspects of Quebec into consideration, Clement et al. (1977) argue that it is instrumental motivation that determines achievement in English among Quebecois Francophones. Similarly, Gagnon (cited in Clement et al., 1977) argue that integrative and instrumental motivation are not necessarily mutually exclusive, and that they can well exist together.

Considering the fact that instrumental motivation on its own, or sometimes together with integrative motivation, also determines achievement in the TL, Teitelbaum et al. (1975) argue that there have been inconsistencies in the interpretation of the concepts integrative and instrumental motivation. Teitelbaum et al. (1975), thus, conclude that these concepts need to be carefully reexamined since they have not been empirically established and have failed to produce replicable results regarding the prediction of language achievement.

Spolsky (1969), as well as Teitelbaum et al. (1975), attributed much of the inconsistency of findings to the variety of interpretations of the terms integrative and

instrumental motivation. For instance, while Lukmani (1972) interpreted travel abroad as instrumental motivation, Burstall, Jamieson, Cohen, and Hargreaves (1974) interpreted it as integrative motivation (cited in Oller, Hudson, & Liu, 1977).

In sum, studies comparing different motivational orientations to second language acquisition have yielded contradictory results. While some studies supported integrative over instrumental motivation, others supported just the opposite. Still other studies supported the importance of both orientations (Gardner & Santos, 1970, cited in Clement & Kruidenier, 1983). Interestingly, some studies indicated the presence of a negative relationship between integrative or instrumental motivation and proficiency (Oller, Hudson, & Liu, 1977). Another study found that no significant relationship existed between the two orientations and proficiency (Chihara & Oller, 1978, cited in Clement & Kruidenier, 1983).

Clement and Kruidenier (1983) suggested that these contradictory results could be attributed to the following factors:

1. Ambiguities in the definitions of the concepts integrative and instrumental orientation.

2. The influence of the linguistic milieu on the individual's orientation.

The Relationship between Attitudes and Motivation

Numerous studies have been conducted which have established a relationship between attitudes and motivation. Moreover, attitudinal and motivational variables have a direct influence on language classroom behavior. This influence suggests that attitudes are important in that they determine how active individuals will be in the language learning process (Gardner, 1985).

Gardner (1985) indicates that in the context of TL acquisition, one of the characteristics of the motivated individual involves attitudes towards the behavior in question, in other words, learning the language. For this reason Gardner explains that motivation involves an attitudinal component. Gardner also puts forward that one type of motivation that could be influential, and which links attitudes to motivation is integrative motivation. Gardner (1985) concludes that the relationship between attitudes and motivation is important in the sense that they both reflect an active involvement on the part of the student in the process of learning a target language. The next section will have a detailed look at studies exploring the relationship between attitudes and motivation.

Studies about the Role of Attitudes and Motivation in
Language Achievement

In a study conducted by Gardner, Smythe, Clement, and Glikman (1976) a battery of tests was administered to 11th grade Anglophone students studying French in Montreal. These tests involved measures of language aptitude and attitudinal/motivational characteristics. Furthermore, ratings from the teachers of students' ability to speak and understand French were obtained. The correlations among four of the measures were factor analyzed. Two of these factors, language aptitude and attitudinal/motivational factors, showed a relationship to the measure of second language achievement. The language aptitude factor referred to the individual's cognitive skills and suggested that students with high verbal ability were better in acquiring second language skills than students with low verbal ability. The second factor (attitudinal/motivational) suggested that students who were oriented towards easing communication with French-speaking Canadians, held more positive attitudes towards French Canadians, and showed more effort to acquire French. The conclusion from this study was that motivational variables were highly related to second language achievement.

In other similar studies (Anisfield & Lambert, 1961; Lukmani, 1972, cited in Gardner et al., 1976), the results

obtained demonstrated that attitudinal variables were highly related to measures of motivation, suggesting that a sustained motivation to acquire the target language was related to attitudes held by students towards the TL group. This attitudinal/motivational configuration was referred to as the Integrative motive (Gardner, 1966, cited in Clement et al., 1976).

In another study conducted in 1976, Gardner et al. gave a questionnaire to a group of students to test motivational intensity. This study involved a scale which represented the amount of work related to the target language class done by the student. The results obtained from this questionnaire suggested that students with positive attitudes toward the target language group worked harder at home to acquire the language, and did more homework and extra language related activities than students without positive attitudes, and these students were the ones who received higher grades in their language courses.

Another study conducted by Clement, Gardner, and Smythe (1977), tended to support the generalization that an individual's motivation to learn a second language depends on positive attitudes towards the second language community.

Another study that linked attitudes to achievement in the target language was conducted by Spolsky (1969). Spolsky studied four groups of subjects who had common

characteristics. All of the students were non-native speakers of English who had come to the USA to attend American universities. The results of the study justified the importance of attitudes as one of the factors explaining degree of proficiency a student achieves in learning a second language. Spolsky, thus, argued that a student's attitudes toward speakers of the TL will have a great effect on how well s/he learns the target language. Spolsky (1969) relates the attitudes component to a motivational component and concludes by saying that a person learns a language better when s/he wants to be a member of the target language group.

A study conducted with Chinese ESL students indicated that a fairly strong relationship existed between attitudes and attainment in the TL (Oller, Baca, & Vigil, 1977).

This section has focused on attitudes and their relationship to motivation and achievement in the TL. The following section will focus on attitude change and how positive change in attitudes toward the TL group enhances achievement in the TL.

Attitude Change and its Impact on Achievement in the Target Language

Gardner, Smythe, Clement, and Glikzman (1976) indicated that the behavior of students was in accord with their attitudes. Gardner et al. (1976) suggested that if non-

integratively motivated students changed their attitudes, and that if these modified attitudes were accompanied by an increased motivation, these students would improve their level of achievement. Therefore, Clement et al. (1976) suggested if teachers used more positive reinforcement to encourage the participation of non-integratively motivated students in class, students would feel the necessity of modifying their attitudes. For one reason, altering attitudes is much easier than altering aptitudes.

Gardner et al. (1976) cite two studies that focused on modification of attitudes upon contact with the target language group. In the first study 8th grade Anglophone children were taken to Quebec City on an excursion. During this excursion, participants lived in a hotel, visited the city, and did voluntary activities. The students' attitudes were assessed both before and after the excursion. The scores obtained indicated that the students significantly changed their attitudes towards French-Canadians and their motivation to learn French increased significantly.

The second study was conducted in Edmonton, an English-Canadian town of Canada (Gardner et al., 1976). In this study 11th grade students participated in an exchange program, where students from Quebec lived with them for one week, and in return they visited students in Quebec for one week. A pretest and posttest was given to these students.

The results indicated that some students evidenced more positive attitudes on the posttest, whereas on other aspects, they showed a decrease in attitudes. When the scores of the students who participated in the excursion were compared with students who did not participate in the excursion, however, the change from pretest to posttest for the measures which decreased were not so pronounced. Moreover, on the measures for which attitudes improved, the improvement was much greater. The results of these studies demonstrated that frequency of contact between language groups was directly related to an increase in students' attitudes and motivation.

The main conclusion drawn from these studies is that students, after the excursions, significantly increased their positive attitudes toward the TL group as well as their motivation to learn the TL for integrative purposes (i.e., to learn more about the culture of the TL group) (Gardner et al., 1976).

These studies suggest that when attitudes toward the TL community improve, attitudes toward learning the TL and the desire to learn it, in other words motivation, improve as well.

Conclusion

In spite of some opposing studies, integrative motivation, the desire to become a member of the TL community, has a direct relationship to language achievement. Attitudes, a component of motivation, as well as a separate construct, have also been shown to play a major role in TL achievement, particularly positive attitudes towards the TL and TL community. Values, which constituted the first part of this chapter, is thought to be a determinant of attitudes. In sum, values are related to attitudes, which are related to motivation, which is related to TL acquisition. Together, the constructs of values, attitudes, and integrative motivation constitute the components of acculturation in this study. It is the aim of this study to determine whether acculturation is related to proficiency among a selected group of EFL teachers in Turkey.

CHAPTER 3 METHODOLOGY

Introduction

This study investigates whether there is a relationship between acculturation and foreign language proficiency in the Turkish EFL context. The researcher refers to the term acculturation as a cover term for a value/attitudinal/motivational cluster. The researcher in this sense, presumes that attitudes are partial determinants of motivation, and motivation, more specifically integrative motivation, is positively related to foreign language proficiency. As values partially determine attitudes, they also constitute an important component of acculturation in this study.

To sum up, the study focuses on three components of acculturation: (a) values, (b) attitudes, and (c) integrative motivation, and their relationship to English language proficiency.

Subjects

The subjects were 15 MA TEFL students at Bilkent University, who teach at various universities around Turkey. During the academic year 1994-95 they were all living in Ankara working on their Master's degree in Teaching English as a Foreign Language. Ten females and five males, ranging between the ages of 24 and 40, participated in the study. All subjects had graduated from universities in Turkey.

They were all native speakers of Turkish and came from middle-class families. Six of the participants grew up in big cities. The remaining nine grew up in big towns.

The MA TEFL students were selected for this study because as teachers of English they had presumably acquired a high degree of proficiency in English and to have been exposed to some extent to American culture, at least through their teaching materials. However, it is also assumed that for the purposes of correlational analysis, there is enough variation in their levels of proficiency that co-variation will occur with degree of acculturation.

The expectation of the researcher was that these subjects were acculturated to some extent as a result of having acquired a proficient level of English. The aim of this study was therefore to find a significant relationship between the subjects' varying levels of English proficiency and their degree of orientation towards American culture.

Assessment of Values and Attitudes

All humans are social animals (Segall, 1986). Therefore, all human behavior is social behavior. Segall (1986) quotes: "We hold attitudes towards and beliefs about all people we are in contact with. Moreover, we have expectations regarding their behavior toward us. More specifically, what concerns us here is the behavior that is overtly interactional" (p. 266). Overtly

interactional behaviors refer to behaviors that are displayed by people when they are actively relating to other people.

To assess this subset of social behavior that concerns values, attitudes, beliefs, expectations, and overt acts relating to other people, various methods and techniques have been developed (Segall, 1986). The primary instrument to measure attitudes are questionnaires, interview surveys, and other more structured observational techniques.

In the case of this study, a questionnaire has been designed to assess values, attitudes, and integrative motivation.

Instrument

A questionnaire was developed to assess level of acculturation (see Appendix A). The questionnaire consisted of three parts: (a) values scale, (b) attitudes scale, and (c) integrative versus instrumental motivation scale.

English language proficiency was operationalized by making use of the scores students received on the proficiency exam they had taken to get into the MA TEFL Program the previous year. The two scores, the proficiency (TELP) and the written essay exam results, were averaged to get an overall proficiency score.

Value Scale

The value scale consisted of 32 items and was prepared by the researcher making use of some items from a previously developed family issues questionnaire (Rick & Forward, 1992; Suinn, Rickard-Figueroa, Lew & Vigil, 1987; Wong-Rieger, 1987), as well as developing other items based on the researcher's knowledge of Turkish and American cultures. The researcher is a Turkish national, and lived in the United States for about two years.

Each item in the values section involved two statements, a and b, the former labeled Turkish orientation and the latter labeled American. The end-points were 1 and 4, with 1 referring to strongly Turkish and 4 referring to strongly American. The remaining two anchors, 2 and 3, were categorized as somewhat Turkish and somewhat American, respectively. Students were asked to circle the number of the descriptor for each statement which they most strongly agreed with.

To score the value scale, the scores obtained from each item were added up and divided by the number of items to get the mean score.

The values questionnaire included items regarding family relations, marriage, sexuality, religion, social/recreational activities, and respect for elderly. The items for each of these categories were not equal in

number. The reason for this is that the researcher thought that some issues were more related to values than other issues. For example, the number of questions on marriage was greater than the number of the questions on religion. There were 11 items on marriage, six items on sexuality, four items on family relations, three items on respect for elderly, four items on religion, and four items on social/recreational activities. The aim of the values questionnaire was to get a general picture of the individual's lifestyle and value orientation.

At the end of the values section, there were two items which asked the participants to identify their lifestyle and values on a 4-point scale which ranged from strongly Turkish to strongly American. These items were not taken into consideration during subsequent statistical procedures, but were designed to confirm whether the participant's overall acculturation score was consistent with how they labeled their lifestyle and values.

Attitude Scale

The second part of the questionnaire consisted of a section on attitudes. This section assessed two kinds of attitudes: (a) attitudes toward the target language (TL), and (b) attitudes toward the TL group. Each comprised nine items which were adapted from Gardner's (1985) Attitude/Motivation Test Battery (AMTB), based on

information contained in Turkish Culture for Americans (Dindi, Gazur, Gazur, Kirkkopru-Dindi, 1989), which contrasts Turkish and American cultures. The attitude scale consisted of a 4-point Likert-scale: strongly agree (1), somewhat agree (2), somewhat agree (3), and strongly agree (4). To score the attitude scale, the scores obtained from each item were added up and divided by the number of items to get the mean score. This calculation was made for both kinds of attitudes. The mean scores of both kinds of attitudes were then averaged to get the overall mean score for attitudes.

Integrative versus Instrumental Motivation Scale

The third part of the questionnaire consisted of 10 items, five of which were on integrative motivation, and five of which were on instrumental motivation. Items were again adapted from Gardner's (1985) AMTB. The integrative motivation scale also consisted of a 4-point Likert-scale which used the same descriptors as the attitudes scale. To score the integrative motivation scale, scores obtained from each statement on integrative motivation were added up and divided by the number of items to get the mean score. To score the instrumental motivation scale, scores obtained from each statement on instrumental motivation were added up and divided by the number of items to get another mean score.

As for the validity and reliability of Gardner's (1985) AMTB upon which the attitudes and integrative motivation parts of the questionnaire was constructed, quite a few studies have been conducted to assess its validity and reliability. In studies conducted by Gardner and Smythe (1981), and Lalonde and Gardner (1985) in different geographical areas of Canada, the AMTB was tested by using Pearson product-moment correlation. The results of these studies indicated that the AMTB was a valid and reliable measure of attitudes and motivation.

Procedure

The questionnaire was administered at the end of a class period and took about twenty minutes to complete. Before giving out the questionnaires, instructions were read out aloud to make sure that subjects had understood how to complete the questionnaire. In addition, the researcher was present to help the participants with the process of responding to items on the questionnaire.

To obtain an overall acculturation score, the three scores for values, attitudes, and integrative motivation were averaged together. The score for instrumental motivation was kept separate.

Data Analysis

Once the questionnaires were completed by the subjects, six scores were calculated to determine the relationship

between acculturation and proficiency. Individual scores for values, attitudes, integrative motivation, and instrumental motivation, the first four of which were averaged together to get an overall acculturation score for each student. The subjects' proficiency score was calculated by averaging the students' TELP and written essay exam scores together.

For the data analysis, first, all variables in the study were correlated with each other. Then, the four independent variables, values, attitudes, integrative motivation, and acculturation, were correlated with the dependent variable, proficiency, and the correlation coefficients squared to determine to what extent there was co-variance among those variables. Finally, dependent sample t-tests were performed to determine if the components of acculturation, values, attitudes, and integrative motivation, represented distinct constructs.

CHAPTER 4 RESULTS OF THE STUDY

Overview of Analytical Procedures

The aim of this study was to explore the relationship between acculturation and language proficiency in the EFL context in Turkey. Fifteen students from the MA TEFL program at Bilkent University participated in the study. Acculturation was measured by means of a questionnaire which consisted of three sections: values, attitudes, and integrative motivation, which together constituted the main variable, acculturation. In terms of scoring the questionnaires, scores obtained from each item in each category were added up and divided by the number of items to get the mean score for each component of acculturation. The scores for values, attitudes, and integrative motivation were averaged together to obtain each subject's overall acculturation score. To measure language proficiency, the TELP score and the writing test score that the participants had obtained on the exam which they had taken the previous year to enter the MA TEFL program were used. The two scores were averaged together to get the proficiency score for each participant. In order to determine the relationship between acculturation, the components of acculturation, and language proficiency, a Pearson product-moment coefficient was used, and to investigate differences among the components of acculturation, a dependent-sample t -test was used.

Results of Data Analysis

As mentioned in Chapter 3, in the description of the acculturation questionnaire, there were two items at the end of the values section which aimed at finding out the consistency between the values score of each subject, and his/her overall lifestyle and values. The mean score for item #33 which asked participants to assess their overall lifestyles was 2.43 (1 meant strongly Turkish and 4 meant strongly American). The mean score for item #34 which asked participants to assess their overall values was 1.86 (again, 1 meant strongly Turkish and 4 meant strongly American). The mean score for the overall values section of the questionnaire was 2.75, indicating an overall orientation that is in-between somewhat Turkish and somewhat American.

Participants identified their values as in-between strongly Turkish and somewhat Turkish. However, the way they identified their lifestyles did not conform to how they identified their values. Their responses on lifestyles were in-between somewhat Turkish and somewhat American. In other words, while representing themselves as Turkish in terms of values, their lifestyles tended to be more American, indicating some inconsistency between how they identify their values and lifestyles.

To determine the relationships among all variables in this study, including acculturation, its components, and

proficiency, Pearson-product moment correlation coefficients were calculated. Table 1 presents the results of this procedure.

In the following discussion of tables, a single asterisk (*) represents significance at the $<.05$ level, double asterisks (**) significance at the $<.01$ level, and triple asterisks (***) significance at the $<.001$ level.

Table 1

Correlation Matrix of Relationships Among Variables in the Study

N = 15

Variable	Val.	Att.	Int. Mot.	Inst. Mot.	Acc.	Prof.
Val.	1.00					
Att.	.00	1.00				
Int. Mot.	.27	.10	1.00			
Inst. Mot.	.28	-.09	.69**	1.00		
Acc.	.72**	.41	.76***	.52*	1.00	
Prof.	.27	.51	.45	.40	.59*	1.00

Note. Val.= Values; Att.= Attitudes; Int. Mot.= Integrative Motivation; Inst. Mot.= Instrumental Motivation; Acc.= Acculturation; Prof.= Proficiency.

* $p<.05$. ** $p<.01$. *** $p<.001$.

The results obtained from the Pearson-product moment

correlation coefficient, as displayed in Table 1, indicate strong correlations between the following:

1. Integrative motivation and acculturation (.76***),
2. Values and acculturation (.72**),
3. Instrumental motivation and acculturation (.52*),
4. Integrative and instrumental motivation (.69**), and
5. Acculturation and proficiency (.59*),
6. Attitudes and proficiency (.51), which just missed significance, at $p=.052$.

These results indicate that the two main variables of this study, acculturation and proficiency, correlated positively and significantly with each other, suggesting that individuals who are more acculturated are more proficient in English, as well. Except for attitudes, which just missed a significant relationship with proficiency ($r=.51$; $p=.052$), the other two components of acculturation, values and integrative motivation, correlated positively and significantly with acculturation, .72** and .76*** respectively, indicating that subjects who were integratively motivated and who were more American in terms of their values also tended to be acculturated towards American culture. It would normally be expected that the independent variables comprising acculturation would also correlate with proficiency, but such was not the case in this study.

Instrumental motivation, which is not a component of acculturation, correlated positively and significantly with acculturation (.52*), though not as strongly as integrative motivation. This suggested that subjects who were instrumentally motivated were also acculturated towards American culture.

In addition, there was a strong correlation between integrative and instrumental motivation (.69**), indicating that the subjects in this study were motivated both integratively and instrumentally. In many studies on type of motivation, the assumption is that a language learner is motivated either integratively or instrumentally. The results of this study suggest the two are not mutually exclusive, but rather can co-occur. Indeed, in most EFL contexts, instrumental motivation has been found to be more important than integrative motivation, but in this study, integrative motivation was more strongly correlated with acculturation (.76***) than instrumental motivation (.52*). Neither integrative nor instrumental motivation correlated significantly with proficiency.

To determine the amount of co-variance among variables, and thus the amount of overlap or variance they share, the correlation coefficients were squared. The results of the squared coefficients (r^2) are presented in Table 2.

Table 2

Co-Variance Between Variables in the StudyN = 15

<u>r²</u>						
Variable	Val.	Att.	Int. Mot.	Inst. Mot.	Acc.	Prof.
Val.	1.00					
Att.	.00	1.00				
Int. Mot.	.07	.01	1.00			
Ins. Mot.	.08	.01	.47	1.00		
Acc.	.52	.17	.58	.27	1.00	
Prof.	.07	.26	.20	.16	.35	1.00

Note. Val.= Values; Att.= Attitudes; Int. Mot.= Integrative Motivation; Inst. Mot.= Instrumental Motivation; Acc.= Acculturation; Prof.= Proficiency.

According to the results presented in Table 2, the following statements regarding co-variation can be made:

1. 58% of the variance in acculturation can be explained by integrative motivation.
2. 52% of the variance in acculturation can be explained by values.
3. 27% of the variance in acculturation can be explained by instrumental motivation.

4. 47% of the variance in instrumental motivation can be explained by integrative motivation.

5. 35% of the variance in proficiency can be explained by acculturation.

According to these results, it is interesting to note that acculturation, comprised of values, attitudes, and integrative motivation, co-varied highly with two of the variables it comprised, values and integrative motivation, at a co-variance rate of 58% and 52%, respectively. Attitudes, the third component of acculturation, co-varied to a much less extent with acculturation (17%). (As mentioned before, attitudes did not correlate significantly with acculturation.)

Another interesting point is that integrative motivation co-varied highly with instrumental motivation (47%), not a component of acculturation, indicating there is considerable overlap between the two types of motivation. Not surprisingly, the main variables of this study, acculturation and proficiency, which correlated positively and significantly at .59*, co-varied with each other at a rate of 35%.

Since the major research question of this study regards the relationship between acculturation and proficiency, a separate table was constructed to display clearly the strength of the correlations, and amount of co-variance

among the components of acculturation, overall acculturation, and proficiency (see Table 3).

Table 3

Correlations and Co-Variance among Components of Acculturation, Overall Acculturation, and Proficiency

N = 15

Variable	Proficiency	
	<u>r</u>	<u>r</u> ²
Val.	.27	.07
Att.	.51	.26
Int. Mot.	.45	.20
Acc.	.59*	.35

Note. Val.= Values; Att.= Attitudes; Int. Mot.= Integrative Motivation; Acc.= Acculturation.

* $p < .05$.

As mentioned earlier, there was a positive and statistically significant correlation between acculturation and proficiency (.59*), suggesting the more acculturated an individual, the greater his/her language proficiency. The three components of acculturation: values, attitudes, and integrative motivation, did not correlate significantly with

proficiency, however, although attitudes came close ($r=.51$, $p=.052$).

Although it was not a planned part of the original study, the strong correlations between the components of acculturation and overall acculturation indicated the need to do a dependent-sample t -test, to determine whether these variables were distinct from each other, or whether they represented in fact the same construct. In addition, a dependent-sample t -test on integrative and instrumental motivation was also run. The results of the t -tests can be seen in Table 4.

Table 4

Differences between Values and Acculturation; Attitudes and Acculturation; Integrative Motivation and Acculturation; and Integrative Motivation and Instrumental Motivation

Variable	<u>M</u>	<u>SD</u>	<u>t</u>	<u>p</u>
Val.	2.82	.64	.66	.5181
Acc.	2.74	.38		
Att.	2.53	.41	-1.98	.0676
Acc.	2.75	.38		
Int. Mot.	2.89	.65	1.30	.2138
Acc.	2.75	.38		
Int. Mot.	2.89	.65	-4.00	.0013
Inst. Mot.	3.39	.52		

Note. Val.= Values; Att.= Attitudes; Int. Mot.= Integrative Motivation; Inst. Mot.= Instrumental Motivation; Acc.= Acculturation.

The results of the dependent sample t-tests indicate the following:

1. There was not a statistically significant difference between the means of values and acculturation. The constructs of values and acculturation, the way they were operationalized for this study, did not represent distinct constructs.

2. There was not a statistically significant difference between the means of attitudes and acculturation, although the p value was close to .05 (p=.0676). The

constructs of attitudes and acculturation, the way they were operationalized for this study, were not distinct.

3. There was not a statistically significant difference between the means of integrative motivation and acculturation. The constructs of integrative motivation and acculturation, the way they were operationalized for this study, were not distinct.

4. There was a statistically significant difference between integrative motivation and instrumental motivation which indicated that integrative and instrumental motivation, as operationalized for this study, represented two distinct constructs, in this case, two distinct types of motivation.

Summary of the Results

The overall results obtained from the statistical analysis for this study demonstrated that the correlation between acculturation and proficiency was positive and statistically significant. The three components of acculturation: values, attitudes, and integrative motivation, did not correlate with proficiency, however, as might be expected. The results of dependent-sample t-tests indicate that there was not a statistically significant difference between the three components of acculturation, and overall acculturation, suggesting that the questionnaire did not assess three distinct components of acculturation,

but rather was measuring the single construct of acculturation in three different ways. As a result, no relationships emerged between the components of acculturation and proficiency.

As a conclusion, in spite of the lack of significant relationships between the components of acculturation and proficiency, the results of the study were able to answer the major research question, whether the two variables, acculturation and proficiency, were correlated. The positive and significant relationship between these two variables indicates that the more acculturated an individual is toward the target language culture, the higher degree of proficiency attained in the target language, even in the EFL context in Turkey.

CHAPTER 5 DISCUSSION AND CONCLUSION

Overview of the Study

As stated in Chapter 1, this study explored the relationship between acculturation and target language proficiency. It was hypothesized that the more the individual is acculturated towards the target language (TL) community, the higher degree of proficiency s/he will attain in the TL (Schumann, 1976).

In order to test this hypothesis, a questionnaire was given to 15 students from the MA TEFL Program at Bilkent University. The questionnaire consisted of three parts: values, attitudes, and integrative versus instrumental motivation. Two types of attitudes were assessed:

- (a) attitudes toward the TL group (Americans), and
- (b) attitudes toward the TL (English).

To determine how much an individual was acculturated, scores obtained from values, attitudes, and integrative motivation were added up and divided by the number of items to get the mean score for each component of acculturation. The scores for each category were averaged to get an overall acculturation score for each individual.

To measure language proficiency, the TELP score and the essay exam score were used that the participants had obtained on the MA TEFL entrance exam which they had taken the previous year. The TELP and essay scores were averaged

together to get an overall language proficiency score.

In order to analyze the relationship between acculturation and language proficiency, Pearson product-moment correlation coefficients were calculated.

Findings of the Study and Conclusion

The results of the data analysis indicated that there was a significant relationship between acculturation and proficiency. The results further indicated that two components of acculturation, values and integrative motivation, displayed a significant relationship with acculturation. This suggested: (a) Subjects who were American-oriented in terms of values were more acculturated towards American culture, and (b) Subjects who were integratively motivated also tended to be acculturated towards American culture. The two orientations, integrative and instrumental motivation, also displayed a significant relationship with each other which indicated they are not mutually exclusive types of motivation. In other words, the subjects in this study were both integratively and instrumentally motivated. Integrative and instrumental motivation, furthermore, significantly correlated with acculturation (.76*** and .52*, respectively).

To determine how much the variables co-varied or overlapped, the correlation coefficients were squared and the amount of overlap assessed. The results indicated that

the most highly correlated two variables, acculturation and integrative motivation, co-varied the most with each other, suggesting a strong amount of overlap between these two variables.

The strong correlations among some variables, specifically the correlations among the components of acculturation, called for a need to do a dependent-sample t-test to determine whether those highly correlated variables represented the same construct, or were distinct constructs.

The results of the t-test indicated that the three pairs of variables: values and acculturation, attitudes and acculturation, and integrative motivation and acculturation were not distinct constructs.

The overall conclusion from the study is that although there were no significant relationships between the components of acculturation and proficiency, the major research question, whether the two variables, acculturation and proficiency were significantly related, was answered in the affirmative. Based on the significant relationship between acculturation and proficiency, it can be concluded that the more acculturated an individual is toward the TL culture, the higher degree of proficiency s/he attains in the TL, even within the Turkish EFL context.

Furthermore, if the attitudinal/motivational results of

this study are taken into consideration, the study seems to support the literature (Clement et al., 1977; Gardner, 1985; Gardner & Lambert, 1959; Lambert, 1976), which emphasizes the positive relationship between attitudes and motivation, and second language proficiency.

Limitations of the Study

Despite the fact that the results of the study were able to answer the research question, whether acculturation and proficiency were related to each other, the results of the dependent-sample t -tests indicated that the components of acculturation did not represent separate, distinct constructs, and were thus, not related to proficiency, shedding doubt on the way in which acculturation was operationalized for this study. The attitudinal/motivational components of the questionnaire were adapted from Gardner's (1985) Attitude Motivation Test Battery (AMTB), which has been used in many studies investigating the relationship between affective variables and second language acquisition (Gardner & Smythe, 1981; Lalonde & Gardner, 1985). Some of the items for the values scale, specifically those related to family issues, were adapted from instruments that had proved valid and reliable in previous studies investigating acculturation among immigrant populations in the United States (Rick & Forward, 1992; Suinn et al., 1987; Wong-Rieger, 1987). However, the

majority of items regarding values were written by the researcher himself, based on his knowledge of Turkish and American cultures.

Participants, after completing the questionnaire, expressed the view that items on the values section of the questionnaire did not reflect Turkish and American orientations. This point had also been raised by two of the three English teachers who had pilot-tested the questionnaire. To clarify this problem, the researcher approached Dr. Aygen Erdentug, an anthropologist and sociologist at Bilkent University, for her opinion on the values section. She expressed the opinion that the overall content and format of the questionnaire were appropriate; however, if the labels had been Rural Turkish versus Urban American, the questionnaire would have been more appropriate from an anthropological point of view, suggesting a greater diversity within Turkish and American cultures than is acknowledged in the instrument. For instance, American culture could well be subcategorized into Rural and Urban American cultures, as could Turkish culture.

Another limitation to the study was the size of the sample and the way the subjects were selected. The size of the sample was quite small, and selection of the subjects was not done on a random basis. Participants were selected because they were colleagues of the researcher, and were

therefore easily accessible. Another reason was that as teachers of English, they were assumed to have achieved a relatively high degree of proficiency in the English language, and to have been exposed to some extent to American culture, at least through their teaching materials. Because of the small sample size and lack of randomization of the subjects, the results of this study cannot be generalized beyond the context of this study, not even to all EFL teachers in Turkey.

Implications for Further Research

The study achieved its goal in that a significant relationship was found between acculturation and proficiency. Referring back to the limitations of the study, however, the results of the study would have been more reliable if the components of acculturation had similarly correlated with proficiency.

For this reason, if a similar study is conducted by researchers in the future, more reliable results can be obtained if all of the independent variables, in this case the components of acculturation and overall acculturation can be kept as distinct constructs. The limited number of participants, in addition, prevented the researcher from generalizing the results of the study. Similar studies in the future should be conducted with larger sample sizes, with subjects chosen randomly, from all across Turkey,

including Eastern Turkey as well, so that results can be generalized to all EFL teachers in Turkey.

Pedagogical Implications

As stated in Chapter 1, language learning is culture learning. As this study has demonstrated, acculturation and proficiency are positively and significantly correlated, suggesting that the more acculturated the person is toward the TL and the TL group, the higher level of language proficiency s/he acquires. Since acculturation involves the components of attitudes and integrative motivation, pedagogically it can be said that if teachers can encourage their students to be integratively motivated, and to maintain positive attitudes towards the TL and TL culture, the outcomes of language instruction may yield more favorable results, all other conditions being favorable as well. The results of this study, therefore, constitute an important principle for foreign language instruction, and should be of interest to school administrators, curriculum designers, teachers, and other professionals in the field of language instruction.

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Appendix A

Consent Form

I hereby authorize the researcher, Mehmet Bulent Rakab, to have access to my proficiency exam results (TELP score and writing test score) at Bilkent University MA TEFL Program. I further authorize his using my proficiency score and the data in my completed questionnaire for his research for his MA thesis at Bilkent University provided that my name remains anonymous. To ensure confidentiality, names and any other identifying information will be removed from the questionnaires. The response sheets will also be separated from the questionnaires. Students are asked to turn in the consent forms directly to the director of the program, Dr. Phyllis Lim, who will match proficiency data to the code number that she will put on your copy of the questionnaire. Only data will be used of individuals who have signed and turned in their consent form to Dr. Lim. This procedure is to ensure your confidentiality.

Name

Signature

QUESTIONNAIRE

PART 1

1	2	3	4
Strongly Turkish	Somewhat Turkish	Somewhat American	Strongly American

a) TURKISH OR b) AMERICAN

1. a- When women get married, they should stay at home.
b- When women get married, they should be able to work, if they choose to.

1 2 3 4

2. a- After having children, women should stay at home.
b- After having children, women should be able to work, if they choose to.

1 2 3 4

3. a- Wives should do most of the housework.
b- Husbands should do housework as much as their wives.

1 2 3 4

4. a- Young people should not have the right to have a girl/boyfriend.
b- Young people should have the right to have a girl/boyfriend.

1 2 3 4

5. a- People should have sex only after they get married.
b- People should be able to have sex without having to be married.

1 2 3 4

1	2	3	4
Strongly Turkish	Somewhat Turkish	Somewhat American	Strongly American

6. a- Virginity should be a prerequisite for marriage.
b- Virginity should not be a prerequisite for marriage.

1	2	3	4
---	---	---	---

7. a- A man or woman, once they are married, should not be free to go out with a friend from the opposite sex.
b- A man or woman, once they get married, should be free to go out with a friend from the opposite sex.

1	2	3	4
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8. a- Young adults are obligated to take care of their elderly parents.
b- Young adults are not obligated to take care of their elderly parents.

1	2	3	4
---	---	---	---

9. a- Young women should not wear mini-skirts.
b- Young women should be able to wear any type of clothes they like.

1	2	3	4
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10. a- Titles of respect such as agabey or abla, are very important to use with older persons.
b- Titles of respect are not necessary for older people.

1	2	3	4
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11. a- It is important to spend religious holidays with family.
b- Holidays should be spent with whomever and wherever an individual wishes (i.e. with friends by the seashore).

1	2	3	4
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1	2	3	4
Strongly Turkish	Somewhat Turkish	Somewhat American	Strongly American

12. a- I prefer listening to Turkish folk/traditional music.
b- I prefer listening to modern rock music.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
13. a- Going to discos, dancing, and drinking is inappropriate behavior for men and women.
b- I enjoy going to discos, and dancing and drinking, as a way of relaxing and having fun.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
14. a- If I wanted to marry someone who is not Turkish, I would need the approval of my parents.
b- If I wanted to marry someone who is not Turkish, it would be my decision.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
15. a- It is important to marry someone from my religion.
b- I would not hesitate to marry someone who is not from my religion.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
16. a- Elderly people should be respected in all cases.
b- People should be respected for what they have accomplished in life, not just because of their age.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

1	2	3	4
Strongly Turkish	Somewhat Turkish	Somewhat American	Strongly American

17. a- Family needs should come before personal needs.
b- Personal needs can come before family needs.

1	2	3	4
---	---	---	---

18. a- We are born to serve humanity, not to have fun.
b- It is important to have fun and enjoy life.

1	2	3	4
---	---	---	---

19. a- Young couples should not kiss each other in public.
b- Young couples should feel free to kiss each other no matter where they are.

1	2	3	4
---	---	---	---

20. a- Adults should live with their parents until they get married.
b- Adults should leave home at the age of 18.

1	2	3	4
---	---	---	---

21. a- Getting married and having children is the key to happiness.
b- Happiness does not depend on getting married and having children.

1	2	3	4
---	---	---	---

1	2	3	4
Strongly Turkish	Somewhat Turkish	Somewhat American	Strongly American

22. a- Women should not wear bathing suits in the presence of men.
 b- Bathing suits are the most appropriate outwear for swimming, regardless of whether men are round.

1	2	3	4
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23. a- Young people should get their parents' approval before getting married.
 b- Young people do not need their parents' approval to get married.

1	2	3	4
---	---	---	---

24. a- Young married women should not go to parties without their husbands.
 b- Young married women should be free to go to parties without their husbands.

1	2	3	4
---	---	---	---

25. a- Young married women should not dance with any male other than their husbands.
 b- Young married women should be free to dance with males other than their husbands.

1	2	3	4
---	---	---	---

26. a- Young men should not go to parties without their wives.
 b- Young men should be free to go to parties without their wives.

1	2	3	4
---	---	---	---

27. a- Young men should not dance with any female other than their wives.
 b- Young men should be free to dance with females other than their wives.

1	2	3	4
---	---	---	---

1	2	3	4
Strongly Turkish	Somewhat Turkish	Somewhat American	Strongly American

28. a- Wives should consult their husbands about all decisions they make.
 b- Women are free to make their own decisions, even if they are married.

1	2	3	4
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29. a- It is important to perform religious duties regularly, such as daily prayer, fasting, etc.
 b- Religion is not an important part of my life.

1	2	3	4
---	---	---	---

30. a- Religious holidays are important for their religious meaning.
 b- Religious holidays are important for the opportunity they afford to get together with friends and family, and have time off work.

1	2	3	4
---	---	---	---

31. a- Kissing the hands of the elderly is a good way to show respect.
 b- It is not necessary to show respect physically to the elderly.

1	2	3	4
---	---	---	---

32. a- A young woman should only go on holiday with her family or a school group.
 b- A young woman should be able to go on holiday with whomever she wants: another woman, a male companion, or alone.

1	2	3	4
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33. Overall my lifestyle is;

1
Strongly
Turkish

2
Somewhat
Turkish

3
Somewhat
American

4
Strongly
American

34. Overall, my values are;

1
Strongly
Turkish

2
Somewhat
Turkish

3
Somewhat
American

4
Strongly
American

PART 2

Directions: Read the following statements. Circle the number below, depending on your level of agreement or disagreement with each statement.

- | 1
Strongly
agree | 2
Somewhat
agree | 3
Somewhat
disagree | 4
Strongly
disagree |
|--|------------------------|---------------------------|---------------------------|
| 1- Americans are independent and self-reliant. | | | |
| 1 | 2 | 3 | 4 |
| 2- Americans are punctual and time-oriented. | | | |
| 1 | 2 | 3 | 4 |
| 3- I have always admired Americans. | | | |
| 1 | 2 | 3 | 4 |
| 4- Americans are casual in both dress and behavior. | | | |
| 1 | 2 | 3 | 4 |
| 5- Americans are well-known for being assertive. | | | |
| 1 | 2 | 3 | 4 |
| 6- I would like to get to know American people better. | | | |
| 1 | 2 | 3 | 4 |
| 7- It is easy to get to know Americans because they are open and friendly. | | | |
| 1 | 2 | 3 | 4 |
| 8- Americans are hard-working people. | | | |
| 1 | 2 | 3 | 4 |

1	2	3	4
Strongly	Somewhat	Somewhat	Strongly
agree	agree	disagree	disagree

9- Americans have an optimistic outlook on life.

1	2	3	4
---	---	---	---

10- I enjoy speaking English.

1	2	3	4
---	---	---	---

11- English is an important part of the Turkish educational system.

1	2	3	4
---	---	---	---

12- English deserves to be an important part of the Turkish educational system.

1	2	3	4
---	---	---	---

13- I like the American accent.

1	2	3	4
---	---	---	---

14- I wish I could speak English with an American accent.

1	2	3	4
---	---	---	---

15- If I had children, I would certainly send them to an American school where they could learn American English.

1	2	3	4
---	---	---	---

16- I like TV programs in English more than any others.

1	2	3	4
---	---	---	---

1	2	3	4
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

17- I like reading books, magazines, and newspapers in English.

1	2	3	4
---	---	---	---

18- Speaking English is an invaluable asset for a person nowadays.

1	2	3	4
---	---	---	---

SUPPLEMENTARY QUESTIONNAIRE FOR BULENT RAKAB'S STUDY

Directions:

To those of you who have agreed to participate in my study (i.e., you have signed the consent form and turned it in to Dr. Lim.) :

Would you kindly respond to the following statements which will complement the questionnaire that you have already completed. Please turn in to Susan Bosher as soon as possible. She will code them and match them with the questionnaires and proficiency scores. Do not write your name on this questionnaire.

Instructions:

Read the following statements. Circle the number below, depending on your level of agreement or disagreement with each statement.

1	2	3	4
Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

1- Speaking English is important to me because as a teacher of English, I have a very respectable job in this society.

1	2	3	4
---	---	---	---

2- Speaking English is important to me because it enables me to communicate with native speakers of English.

1	2	3	4
---	---	---	---

3- Speaking English is important to me because I need it for my current job.

1	2	3	4
---	---	---	---

4- Speaking English is important to me because it is a lingua franca and allows me to communicate with people all over the world.

1

2

3

4

5- Being able to read in English is important to me because it gives me the chance to follow news and read newspapers in English, to make me more knowledgeable about the world.

1

2

3

4

6- Being able to read in English is important to me because it enables me to understand and appreciate American/British culture.

1

2

3

4

7- Speaking English is important to me because it is useful in getting a job.

1

2

3

4

8- Being able to read in English is important to me because it enables me to understand and appreciate American/British art and literature.

1

2

3

4

9- Speaking English is important to me because other people respect me more because of my knowledge of a foreign language.

1

2

3

4